



Learning for All: Creating a Digitally Accessible Learning Environment

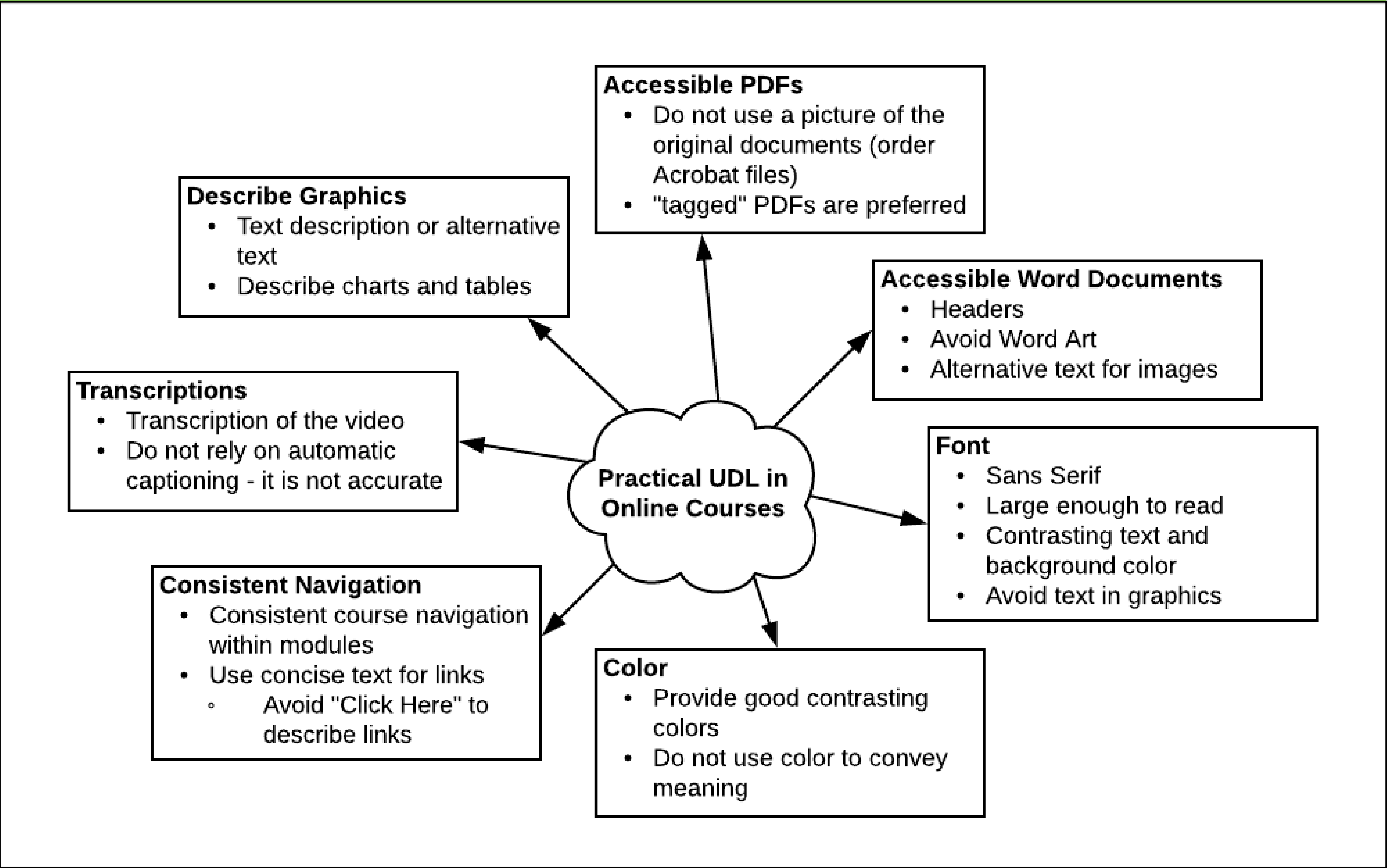
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Universal Design for Learning (UDL) Framework

Networks	Principles	Common Examples
Recognition The “WHAT” of learning	Multiple means of representation presenting learning content in different ways	video, audio, text, graphs, and other multimedia
Strategic The “HOW” of learning	Multiple means of expression assessing student understanding and knowledge in different ways	assignments, interviews, short quizzes, scientific papers, and multimedia presentations
Affective The “WHY” of learning	Multiple means of engagement Sustaining learners' interests, challenging them appropriately, and motivating them to learn	discussions, Q&A sessions, peer-tutoring, and an applied problem-solving approach

Al-Azawei, A., Sereneilli, F., & Lundqvist, K. (2016); CAST (2018); National Centre on Universal Design for Learning, 2010

Practical Implications of UDL in Online Courses



University of Arkansas - Little Rock (n.d.)

Considerations

Universal Design for Learning:

- Provide pedagogical strategies for instructors
- Maximize learning opportunities
- Instructors can modify to meet the needs of their class
- Never too late to make an existing class more accessible
- Not just for students with varying abilities – all students in the class can benefit

Importance to online instructors:

- Diverse and increasing numbers of online students
- Students may not disclose disability or accommodation information with instructors
- Many ways students learn and demonstrate understanding of new concepts

Resources

- Center for Applied Special Technology (CAST): <http://www.cast.org>
- Disabilities, Opportunities, Internetworking, and Technology: <https://doit-prod.s.uw.edu/doit/>
- WebAIM: <https://webaim.org>